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EDITORIAL

Mr. Carnegie's gift of ten millions for pensioning worthy aged professors and teachers has set all heads nodding again. There were the Carnegie libraries, the Carnegie Institution — and now are the professors' pensions. In the face of so splendid and noble a gift and the emphasis of so worthy a principle we would not seem ungracious, and yet to accomplish the real intention of this donation we question that the lines should be drawn as originally announced and we wonder on what principle they will ultimately be applied. No one doubts, for instance, that Yale ought to, or will, get the benefit, with others, of this gift, and yet her friends are placed in the anomalous position of giving the world assurances that the presence of Congregational ministers on her Board of Trust — historically and actually — is merely an accident. Perhaps some one will be found explaining why all the Presidents of Princeton before the present incumbent have been Presbyterian ministers, and he the son of one, or why the Presidents of Columbia (nominally, at least) have all been Episcopalians — yet no one doubts that Princeton and Columbia should be aided. Is Pennsylvania a State University or is it not?—but why ask such a question? And what of the work and influence and status of Michigan in the North Central States and Virginia in the South? It is idle even to wish to know the character of the association of Chicago with the Baptists. Even the suggestion of the inclusion of Lawrence University and not of the University of Wisconsin would stagger the ordinary mind not initiated in Wisconsin ways.

In the East most of the strongest institutions have grown out of the early desire of the several religious bodies to foster education. It was a patriotic and high-minded purpose and action of American citizenship then, and with whatever inevitable modifications it remains so still. In the South and West the prevailing type of institution for higher education has been the State University, though not infrequently again the members of certain churches have protected the educational interests of communities and sections. It was again no less a patriotic and noble purpose and work on the part of the laborers as history has proved.

How may intelligently and logically the spirit of patriotism and of service of any of these be differentiated from the others?

Take the services to higher education in the Southern States, specifically. The work of the State Universities and Technological Institutions from Virginia to Texas has been an unusually earnest and fruitful one. Jefferson's notable foundation, the University of Virginia, has always deserved prominence for her ideals and accomplishment. The clear purpose of the founders of the University of the South at Sewanee, in 1857, whether still altogether realized or not, was to get beyond State lines and by a larger corporate life cultivate in the fullest sense the highest ideals of culture. Washington and Lee, after a long local existence on the prevailing Presbyterian small college pattern, emphasized in 1865 her allegiance to large ideas by her invitation to Robert E. Lee, and thus entered upon her broader career. Vanderbilt was planned, though not yet so named, in 1873, and her later history has belonged not to the Methodist Church alone but to the whole South. Tulane, based on an older State university foundation, by a fresh endowment was enabled to develop on new principles clearly perceived in the recent inaugural address of her present President. The new Trinity College in North Carolina, long enduring a weak existence, now supported by the Duke family is a still later exponent of a broad and sound educational policy. The faculties in these and other institutions are doing a splendid work for their localities and for the entire country. It is no paradox, but simple truth, to declare that nowhere are educational and national needs and ideals more clearly perceived and cultivated than in the spirit of the best Southern institutions.

The Carnegie gift is a splendid one and the principle is a great one, evidently intended in a patriotic purpose and for the national weal. With such a gift and such needs, Mr. Carnegie himself and his representative Board of Trust must and will end by applying this fund, according to their judgment, to any and all American universities and colleges on the broadest grounds of fitness, worth and need.

The proposed innovations at Princeton and at Columbia constitute simultaneous experiments in education quite different in spirit and in promise of consequences. Both changes are momentous, and represent entirely divergent systems and theories of education, and both are perfectly indicative of the differing environment and ideals of the respective institutions.

President Wilson of Princeton has always been an admirer of English traditions and English practice, and the changes at Princeton have been rather a return to these traditions and to this practice. The traditional meaning of the B.A. degree has been kept in mind and the emphasis is once more laid upon Greek and the humanities. For students of other languages than Greek, there is the B.Litt. degree; and for those with prevailing scientific studies, the B.Sc. Moreover, the full term of four years, long historical in our American colleges, is recognized as the basis for the B.A. degree; and faith is expressed in the traditions of undergraduate life as a means in themselves for growth in culture.

But not only is the content of the B.A. degree, even more is the method of procedure, borrowed of the English practice. It is intended to introduce the tutorial system, directly taken from Oxford; and a large fund has been raised by alumni and friends, and numerous special instructors and assistant professors have been engaged to undertake this work. Not only of itself will this prove of interest; but it will be watched as one of the ways of solving the problem of instructing the large classes, now amounting to several hundred, each year entering our larger educational institutions. Incidentally, this question, often raised, admits a distinct place of usefulness for the small college. The English method of detachment into several colleges, separate and independent in government, yet under the one general corporation, has at least historical precedence and even with many modifications is well worth a trial in our own country. As yet it seems to be only the tutorial system, and not separate residence and division into college units, which is to be introduced. Princeton, not urban, but apart from great centres which are still easily accessible, is perhaps in the happiest position to make just these experiments. How far their legitimate evolution may be con-

fused and checked by the expansion, upon German lines of procedure, of the graduate courses and added opportunities for the Ph.D. degree, which are simultaneously announced, remains to be seen.

The President of Columbia University, one of the most successful of modern administrators, is, on the other hand, the exponent of modifications he believes best suited to urban universities and more particularly to the special conditions obtaining in the city of New York. Columbia's genius, apart from Barnard, lies essentially in the development of her graduate and professional courses; and her advance in these within a few years has been so remarkable as to place her at once among the best of American institutions.

But Columbia *College*, however ancient and honorable her history, has not the same hold on the imagination as Harvard or Yale or Princeton, or even Dartmouth or Williams or Amherst, to go no further. And the same has been, and is likely to be, true of the college departments of the University of Chicago and the Hopkins in Baltimore, for example. Were it not for local needs — supposed or real, as was long the case with the small colleges supporting preparatory departments — one is almost inclined to wish that the institutions of the latter type, prevailing in large cities, should be graduate and professional schools alone, with whatever requirements of admission deemed proper. They would thus come less often into sharp conflict with the type not working primarily towards graduate and professional study, but believing essentially in the value and independent existence of *college* life.

President Butler not only typifies the genius of expansion of Columbia *University*, which is justly taking all learning for its province and which, located in our American metropolis, promises in time to grow into one of the most remarkable universities of the world, he is also a graduate of old Columbia *College* and quite naturally wishes to preserve this phase of Columbia's life. How can this be done with the invariable tendency of city youth unduly to press into the active and professional careers. At first,

it was proposed to cut down the college course for all to two years. Now, under circumstances, college students with definite credits can take the last two of the four college years in the professional courses, still taking the B.A. degree at the end of four years with their class and at the same time shortening the period for the professional degree frequently by two years and certainly by one year. We can still imagine even among professional and graduate teachers some sufficiently unreasonable as to welcome occasionally a more highly trained mind already possessing the B.A. degree and not one still earning it concurrently with two years' work.

All of which goes to show that our country is a large one and there are many and varying ideals of education fitted to various ends. Sometimes the question will obtrude itself—What is culture? And what is culture worth? And how may it be obtained? We know something of the centuries of Oxford life—what it can do—and we are learning, too, of the years of our complex American college and university existence.

Literary celebrations and memorials are so far the order of the day that those of us that jot down in our tablets the festival days of our favorite authors are in danger of suffering from a surfeit of emotions. Two late anniversaries called forth particular interest: the one hundredth of the death of Schiller and the three hundredth of the publication of "*Don Quixote*." It is indicative how large our German population has grown and how great our Teutonic interests have become—not to speak of our poetic interests as a nation—to note the large number of Schiller memorials throughout our country, apart from those in England, in Germany, and elsewhere on the Continent. No poet could have asked for more enthusiastic meed after one hundred years. In communities and institutions in the Central West there were whole days devoted to Schiller, running in extreme cases to a week.

Schiller is one of the great poets of the world, but still not of the greatest. His creations are largely dramatic in form, and yet his characters remain chiefly ideals and types, not individual-

ized living men. In "William Tell," most of all, his Teutonic nature and yearning towards national ideals found its freest and fullest expression. Here, if anywhere, he worked himself out of and beyond his theories into realization. But while no one may dispute the merits of Schiller in having added to the expression of many of the ideals of the German race, it may also not be denied that by the mass of our own people he is and will remain comparatively unread—something that may not be said of either Goethe or Heine. In comparison, the neglect of any general public notice of Cervantes and "Don Quixote" might well excite wonder; but then, when a book is safely a classic and has been accepted so for three hundred years, there is really very little reason for any noise and excitement. We simply recognize its place.

Still another hundredth anniversary largely allowed to pass unnoticed is that of Hans Christian Andersen, who was born April 2, 1805, dying some thirty years ago, and who was a very different sort of genius from either Cervantes or Schiller. Yet his tales have gone into every household of children, and grown folk still delight in them and make use of them for their clear insight into the facts and weaknesses of human life. With all Andersen's charm and freshness, there lay underneath, as with every successful fabulist and moralist and satirist of manners, a deep knowledge of the irony of life. The author of charming stories for the young and a commentator of the comedy of manners for all, Andersen is not likely soon to be forgotten. Where will he ultimately be placed?

The observance of literary commemorations leads also to the record of deaths—there having passed away within the past few weeks the Spanish writer, Juan Valera, and the Frenchman, Jules Verne. The announcement of Jules Verne's death at Amiens, on March 24, almost came as a surprise in finding him still alive, so remote seem the wonder and excitement of his books, universally read twenty to forty years ago: "Five Weeks in a Balloon," "Around the World in Eighty Days," "Twenty Thousand Leagues Under the Sea." "Journey to the Centre of

the Earth," "From Earth to Moon," and other thrilling narratives. It is easy enough to pick flaws in Jules Verne's work and find much that is absurd; yet in his time he commanded his public absolutely and had both the merit and the honor of advancing in many ways that method of romance, begun or at least made popular by Poe, which uses the natural curiosity as to the inventions and material developments of a scientific age as the basis of its plots in fiction.

Valera, whose death occurred on April 19, has long been regarded as one of the most important figures in contemporary Spanish fiction — as so much of our modern literature is getting to mean — although he was known likewise as poet, critic, politician and diplomatist. His most popular work remained the one whereby he first achieved his fame thirty-one years ago, "Pepita Jiminez." He continued producing works, notable alike for their study of life and character as for their admirable prose style, of which he was cordially acclaimed master and widely accepted as model.

The study of the literature and history of the Southern States is coming into its own — not as sectional matter, but as material emphasized for its national interest and importance. Not only are the numerous historical monographs and volumes published by historical departments of our universities, the popularity of memoirs, letters, and recollections of Southern life and character, evidences of this, but also there is a true interest in all manifestations of the literature and thought of the people which will throw light upon that civilization or the types produced under it. Professor Trent's volume on "Southern Writers" is only one among several that emphasize this, but perhaps nowhere before has it been brought out so clearly. Our country is large and even the provincial or local literature in every section has a national significance, when cast into large moulds. Indeed, much of our literature that bears the clearest American impress has borne the local stamp. The richness of this Southern material is easily seen. Capt. John Smith and William Byrd are among the colonials. Representative names like Washington, Jefferson,

Madison and Marshall belong to the Revolutionary and formative periods. Later were names like John Randolph of Roanoke, Henry Clay, John C. Calhoun and Robert E. Lee. Jefferson Davis as a twentieth century "imperialist" may be a new thought to many. But much that we regard as novel to-day many of these old-time men had long ago thought out and talked upon. The humorous, dialect and romantic story became at one time so characteristic of a Southern landscape as almost to be regarded as distinctive, and a volume of itself could easily be filled with these sketches alone. Oratory, essay and editorial writing, letters and diaries are less well represented, but many interesting samples might be procured. The new industrial South is represented by Henry Grady and Mr. Walter Page.

Poetry was always cultivated, and not only are Poe and Lanier names in our national literature, but one is struck with surprise at the prevalence of song among the younger writers, as removed from the prevalent habit of story-telling. The humor of the "Georgia Scenes" is at the same time local and — national. Altogether one is apt to get a clearer conviction of the relative importance of this material in a history of American literature. Whether restricted or not, the traditions of Southern culture, it will be seen, have always been and still are the traditions and natural conservatism of the English-speaking race, which may yet prove a saving element in our American nation.